

Putting CEW into Practice: CEW 101

Activities for Level 9-12

13.1.11 Career Awareness and Preparation

- Complete at least two assessments (interest, aptitude, personality or values). (A)
- Review a list of career options based on two self-assessments, personal experiences, and achievements. (B)
- Research 5-10 careers matching assessments, experiences, achievements. (B)
- Interview two individuals who have non-traditional careers or have had to adjust to a new job responsibility based on advancement or company downsizing.(C)
- Participate in any of the following career development experiences: (D)
 - Community service
 - Cooperative education/Internship
 - Job shadowing and/or career-focused field trips
 - Part-time employment
 - School-based enterprise
 - Industry-based career programs
- Use previous self-assessments, career development experiences and achievements to develop a comprehensive 9-12 academic course selection plan as related to individual career goals. (E)
- Research and explore 5-10 postsecondary training programs representing the range of options, which are connected to individual career goals. (F)
- Update the career portfolio, featuring a career plan that includes postsecondary options. (G, H)

13.2.11 Career Acquisition

- Participate in 1-2 mock interviews focusing on effective speaking and listening skills. (A)
- Research 5-10 current job openings related to career field, using online and print resources. (B)
- Develop and assemble career acquisition documents to be placed in the career portfolio (e.g. cover letter, resume, application, thank you letter, postsecondary application, letter of recommendation request). (C)
- Review annually the career portfolio contents, as part of career decision making process, with parents, counselors, teachers and possible business/postsecondary mentors. (D)
- Cite 5-10 situations of application of essential workplace skills from personal academic and work history (e.g. attitude, punctuality/attendance, commitment, communication, dependability, initiative, time management, teamwork, technical literacy, and getting along with others). (E)

13.3.11 Career Retention and Advancement

- Create a list of ten personal attitudes and work habits needed to keep a job and advance to another position. (A)
- Choose a specific topic of interest to students, related to careers, and rehearse effective listening techniques with a team of five students include restating, clarifying, summarizing, encouraging and reflecting. (B)
- Think of difficult situations students often encounter and describe five ways to resolve a possible conflict in the workplace (e.g. constructive criticism, mediation, negotiation, and group dynamics). (C)
- Develop a personal budget, using a realistic salary connected to jobs within the selected career path. (D)
- Discuss/Describe three time management strategies that can be helpful at school and on the job (e.g. making a daily schedule, developing a task list for a specific project, setting priorities). (E)
- Locate and review two articles on the changes in the global marketplace/world economy and talk with one business person about this topic. Describe how adapting to these changes can impact keeping a job and gaining a better position. (F)
- Research the value and need for lifelong learning by reviewing two articles and discussing them with an employer or postsecondary educator. Describe how lifelong learning impacts keeping a job and advancing in a career. (G)

13.4.11 Entrepreneurship

- Interview three corporate employees and three business owners, recording pros and cons of each type of job. Use collected information to determine what setting best matches selected career path. (A)
- Create a list of entrepreneurial traits, specific to the people interviewed (e.g. adaptability, ethical behavior, leadership, positive attitude, and risk-taking). (B)
- Develop a business plan connected to personal interests, using entrepreneurial resources. (e.g. Chambers of Commerce, entrepreneurial development centers, school- based career centers, small business administrations, economic development organizations). (C)
- Present the entrepreneurial business plan to one or more of the major stakeholders such as peers, parents, educators, business/community, and postsecondary representatives. Ask your audience to provide feedback on your plan. (A/C)